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Information Series No. 175

EDUCATION AND WORK
COMPETENCIES NEEDED BY
EXPERIENTIAL EDUCATION PERSONNEL

written by

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FOREWORD

The Educational Resources Information Center on Adult, Career, and Vocational Education (ERIC/CE) is one of sixteen clearinghouses in a nationwide information system that is funded by the National Institute of Education. One of the functions of the Clearinghouse is to interpret the literature that is entered in the ERIC data base. This paper should be of particular interest to a broad array of educators at all levels -- state and local -- who are involved in planning and conducting programs in experiential education.

The profession is indebted to Mary K. Klaurens for her scholarship in the preparation of this paper. Recognition also is due Barry Reece, Virginia Polytechnic Institute and State University; Robert Sexton, University of Kentucky; and Allen Wiant, the National Center for Research in Vocational Education, for their critical review of the manuscript prior to its final revision and publication. Robert D. Bhaerman, Assistant Director for Career Education at the ERIC Clearinghouse on Adult, Career, and Vocational Education, coordinated the publication's development. Cathy Thompson assisted in the editing of the manuscript and Millie Dunning typed the final draft.

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DESC::*Performance Based Education; Community Resources; *Experiential Learning; Labor Legislation; Out of School Youth; Minority Groups; *Teacher Education; Vocational Education; Working Women; *Work Experience

IDEN::*Experience Based Career Education

CONTENTS

INTRODUCTION	1
PROGRAM PURPOSES AND GOALS	3
PERSONNEL RESPONSIBLE FOR COORDINATION	5
VOCATIONAL EDUCATION PROGRAMS	5
ACADEMIC EXPERIENTIAL PROGRAMS	6
EXPERIENCE BASED CAREER EDUCATION	7
WORK EXPERIENCE PROGRAMS FOR SPECIAL NEEDS STUDENTS	8
COORDINATORS OF PROGRAMS FOR OUT-OF-SCHOOL YOUTH	9
POSTSECONDARY INTERNSHIP SUPERVISORS	9
DUTIES, TASKS, AND FUNCTIONS	10
COORDINATING COMMUNITY RESOURCES	13
DEVELOPING CAREER OPPORTUNITIES FOR WOMEN AND MINORITIES	14
COMPLYING WITH LABOR LAWS	14
COMPETENCY REQUIREMENTS	15
NEED FOR COMPETENT STAFF	15
VOCATIONAL EDUCATION TEACHER COORDINATOR PERFORMANCE REQUIREMENTS	16

PERFORMANCE REQUIREMENTS RELATED TO PROGRAM GOALS 16

CAREER EDUCATION AND GUIDANCE COMPETENCIES 16

FACILITATIVE COMPETENCIES 18

POSTSECONDARY COORDINATOR COMPETENCIES 18

TRAINING 19

VOCATIONAL TEACHER-COORDINATORS 19

WORK EXPERIENCE COORDINATORS 20

UPDATING OCCUPATIONAL EXPERIENCE 21

PRESERVICE OCCUPATIONAL EXPERIENCE 22

POSTSECONDARY EXPERIENCES 23

TRAINING EBCE LEARNING COORDINATORS 24

SUMMARY AND RECOMMENDATIONS 25

APPENDIX A DUTIES AND TASKS PERFORMED BY COOPERATIVE VOCATIONAL EDUCATION TEACHERS 28

APPENDIX B CORE FUNCTIONS OF EBCE LEARNING COORDINATORS 30

APPENDIX C PERFORMANCE REQUIREMENTS OF TEACHER-COORDINATORS 34

APPENDIX D CAREER EDUCATION LEARNING ACTIVITIES 37

APPENDIX E GOALS FOR FWL-EBCE WORKSHOP 39

APPENDIX F PUBLICATIONS OF THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION ON EXPERIENTIAL EDUCATION 42

REFERENCES 44

INTRODUCTION

Most educators, parents, and learners will agree that the success of any educational endeavor depends primarily on the teacher. Agreement on what is effective teaching or teacher qualifications is less clear. However, an analysis of what the teacher does and the expected learning outcomes in a specific educational program suggests some basic minimum competencies.

The purpose of this paper is to analyze the role and competencies needed by teachers or coordinators who supervise experiential education. Supervision of experiential education or coordination of programs that combine education and work may be the responsibility of vocational education teachers, guidance counselors, or academic classroom teachers who function in several roles. Only the competencies and functions that are related to the supervision of experiential education are examined in this review. The programs and personnel requirements of several different types of programs have been included. However, our purpose is to derive some guidelines for the selection and preparation of personnel who may be responsible for programs in which students are placed in work settings. In order to provide career exploration experiences for many more students in secondary schools and postsecondary institutions, additional personnel will need training or retraining to assume the role of coordinator for programs that combine education and work.

Experiential education is a term frequently used to denote programs and activities in which learners are placed in work settings outside of the school as a part of their education. Traditional cooperative education and work experience programs of vocational education

are forms of experiential education. The concept is broader than these established programs, however. It includes experiences for many more students, in a wider diversity of settings, and with a greater emphasis on career exploration and generalizable career development competencies.

The National Institute of Education has sponsored a number of projects combining education and work. These programs are characterized by planned experiences organized to enable learners to acquire attitudes, skills, and knowledge for work and other life roles by actively participating in work settings.

The NIE programs are called Experience Based Career Education (EBCE) programs and are patterned after the models developed by the Northwest Regional Laboratory, the Far West Laboratory for Educational Research and Development, and the Appalachia Educational Laboratory. Student learners in these programs do not receive pay for their experiences. However, the planning, staffing, and operation of all experiential education programs require staff with similar qualifications and competencies.

The increased interest in work as a part of education stems from a number of factors. Some of the most obvious ones are: the high rate of unemployment among young people entering the labor force; their lack of relevant skills, knowledge, and appropriate work attitudes; and the difficult transition from the role of student to adult worker. Many students have left or graduated from secondary schools with little preparation for employment and a limited perspective of available career opportunities. There is also some evidence to suggest that when students encounter tasks and problems in an occupational setting, they realize the importance of their education before they have graduated or completed their formal schooling. Students who are deficient in basic skills discover the necessity of improving these skills before they can qualify for employment in satisfying jobs.

For some students, interest in work experience is related to their need for income from a part-time job while attending school. The educational institutions which combine "earning and learning" attract students who must have some income in order to remain in school.

While earning may be incidental to the instructional objectives of the program, it is possible -- and often desirable -- to structure meaningful learning experiences in which students also receive income. The realism of work experience increases when the student receives payment.

Experiential education is not always a paid experience (e.g., Experience Based Career Education Models) or an experience in which students merely observe or shadow a worker in a job. The experience component is a chance for student learners to explore career options and to test the reality of their interests and values.

In addition to the school programs which are supplemented with experiences in work settings, Comprehensive Employment and Training Act (CETA) programs supplement employment with educational experiences, usually in a nontraditional school setting. Many of the clients who are served in these programs have dropped out of school and need the help of coordinators who can help them make up educational deficiencies that inhibit their employability and career development.

PROGRAM PURPOSES AND GOALS

The qualifications and training of personnel who are responsible for coordinating programs of education and work vary depending on program purposes, the student groups they serve, and the environment in which they operate.

The most critical factor in planning and implementing any experiential education program is having well-defined purposes that are understood by all who are involved in it. The traditional, well-known programs combining education and work have some common purposes -- with varying degrees of emphasis -- and some unique purposes, as illustrated in the table below.

Table 1

Goals of Various Experiential Programs

Emphasis: Primary (P); Secondary (S); Incidental (I)

Program Goals	Internship Pre-professional	Vocational Ed. Coop Plan	General Work Experience	Work Experience Career Exploration Programs	EBCE	70001 and other CETA programs
Skill development for a specific occupation or occupational cluster	P	P	I	I	I	S
Generalizable work skills and attitudes	S	S	P	P	S	P
Career exploration	S	S	P	P	P	S
Self-development	S	S	P	P	P	P
Decision-making	S	S	S	S	P	S
Economic support	I	I	P	P	I	P
Interpersonal skills	P	S	P	P	S	P
Basic skills	I	I	I	S	S	P
Educational planning	I	I	P	P	P	P
Application of academic subject matter (math, science, English)	P	I	S	S	P	I

PERSONNEL RESPONSIBLE FOR COORDINATION

The job titles of personnel responsible for the management and coordination of programs combining education and work vary depending on the program purposes, the students they serve, and the relationship of the program to state, regional, or national models. The following titles and the programs or models with which they are associated frequently appear in the literature:

- *Teacher-Coordinator, Instructor-Coordinator*
  Cooperative programs in Marketing and Distributive Education, Business and Office Education, Trade and Industrial Education, Vocational Agriculture, Occupational Home Economics Education, Health Occupations Education.

- *Coordinator*
  Work Experience Programs, Executive High School Internship Programs, 70001 Project (CETA), and some of the above programs and when the person who coordinates has little classroom teaching responsibility.

- *Learning Coordinator*
  Experience Based Career Education (EBCE):
  Northwest Regional Laboratory for Educational Research and Development,
  Far West Laboratory for Educational Research and Development,
  Appalachia Educational Laboratory.

- Other titles include Teacher Facilitator, Learning Manager, and Internship Supervisor.

VOCATIONAL EDUCATION PROGRAMS

The school personnel responsible for managing and coordinating vocational education programs that utilize the cooperative plan usually are referred to as teacher-coordinators or instructor-coordinators. They are vocational teachers who arrange placement of students in jobs for training related to their career goals and the

vocational course or courses they are taking.

Most vocational education teachers are specialists in one occupational field, such as agriculture or health occupations. They provide instruction to students who have made tentative career choices in that field. The students receive classroom instruction from the teacher and are placed in jobs where they apply and practice the theory and skills that they have learned.

In some schools there are staff persons who are called "coordinators" and are assigned to full-time placement and follow-up of students on the job. Their teaching responsibilities are limited to individual counseling, or in some schools, periodic seminars to help students interpret experiences and integrate what is learned on the job and in school. Full-time coordinators without teaching responsibilities may act as "go-betweens" with employers and other teachers in the school. The coordiator may arrange for students to get special help from teachers with expertise in particular subject areas or occupational skills.

ACADEMIC EXPERIENTIAL PROGRAMS

Teachers of academic subject matter areas who want their students to learn the practical applications of their subjects in work settings may also initiate placement of students in jobs. The achievement of true educational outcomes is dependent, first of all, on identifying appropriate jobs and work situations where employers are willing to provide instruction. Secondly, the teacher has to have "coordination" time and competence in order to supervise the related job experiences. Without supervision and continuous follow-up, students and the resource personnel in the work setting may lose sight of the instructional purposes. As a result, the actual learning may be minimal.

When they make arrangements for employers to participate, teachers must give direction to work site personnel in designing meaningful experiences. In evaluations of some of the experimental EBCE programs, lack of coordination between classroom and job experience was noted. There is a tendency to assume that business and industry personnel

know how to supervise and teach young people. This is not always true. The teacher may need to provide training sponsors or site personnel with guidance and instruction on how to work with student learners on the job.

EXPERIENCE BASED CAREER EDUCATION

The Experience Based Career Education programs (EBCE) most frequently use the term "learning coordinators" or "learning managers" to identify the persons who are responsible for placement and coordination of school and work experiences. With career development as a primary focus of EBCE, the teaching responsibilities of the learning coordinators consist mainly of individual and group activities that facilitate self-understanding, career awareness, decision-making, and values clarification. EBCE learning coordinators should be knowledgeable in career development theory and competent in planning learning activities in which student learners engage in self-assessment, career exploration, career and educational planning, and examination of career-related values and attitudes.

When exploration is the major focus, it is desirable to have work sites where students are able to explore a variety of activities or rotate among several work sites. This requires the coordinator to be resourceful in lining up appropriate sites and organizing an effective rotation plan.

The EBCE model from the Far West Laboratory for Educational Research and Development has another characteristic which adds another competency dimension for learning coordinators. The student learners are involved in formulating their own individualized learning objectives and planning the experiences and activities in which they will engage. The learning coordinators have a facilitative role in which they relinquish some control over the learning process and function as consultants or mediators. They must be flexible and able to respond appropriately to the needs of student learners and encourage them to become self-directive. The learning coordinators monitor students' experiences and help them reflect and interpret what they have observed or experienced in the

work settings. This is a wide departure from traditional teaching in which the teacher selects the objectives and exercises strict control over the process; however, it is not a *laissez faire* situation in which the teacher does nothing. The teacher must use a degree of ingenuity to know when and how to inspire, guide, respond, reinforce, and evaluate. (Note: The Far West Lab has published a staff development guide, *Experience Based Learning and the Facilitative Role of Teachers*. Prospective learning coordinators learn to perform the facilitative role through a facilitative process that is used in this guide.)

WORK EXPERIENCE PROGRAMS FOR SPECIAL NEEDS STUDENTS

Some programs combining education and work are designed for youth with special needs -- those who are handicapped or disadvantaged and need special help in personal-social development and in employability skills. The inability to succeed in traditional classroom settings or to make smooth transitions from school to work may be due to a wide range of physical, psychological, social, or cultural deficiencies. While it is usually desirable to "mainstream" many with special needs and provide them with support services, some of these students require special programs and teachers with professional training in special education and remedial instruction.

The most important requirement of coordinators who work with special needs youth is a keen sense of mission and interest. These coordinators may encounter such challenges as students lacking in basic skills and acceptable social behavior, those with negative attitudes toward school and low aspirations for achievement, those whose parents have not been able to provide a healthy and happy home environment, or those with problems as serious as drug addiction and juvenile court records. The coordinator has to arrange placement in work situations where personnel are willing and able to work with youth who may have difficulty in adjusting to a work environment. In order to have impact on all of the factors that contribute to the development of well adjusted individuals, coordination becomes a matter of working closely with individuals at the work sites and with other professional resource people, such as social service personnel and remedial teachers.

Working with disadvantaged and high risk youth requires a coordinator with patience, self-confidence, and emotional stability. The challenges are staggering, but the rewards are very satisfying.

COORDINATORS OF PROGRAMS FOR OUT-OF-SCHOOL YOUTH

The federal government has sponsored numerous programs to address the needs of unemployed youth and those from disadvantaged backgrounds. Some of the programs that have work experience and academic components are Job Corps, the Neighborhood Youth Corps, the Youth Employment and Demonstration Act, and Project 70001. All of these are Department of Labor programs aimed mainly at providing employment for youth who have dropped out of school and/or are unemployed. Counseling is an important function of the personnel who work with these youth who may have numerous problems inhibiting their employability. If they have dropped out of school, the coordinator may have to provide or arrange for instruction in basic skills and work attitudes. Traditional school settings and teaching strategies may not be appropriate, but the motivation to learn may be very strong. The circumstances of the individuals are not necessarily due to lack of ability to learn.

Coordinators who work with the out-of-school youth -- and adults -- have to be persuasive with employers in marketing individuals who have had difficulty in getting along with people in school, at home, or in society at large. Persuasion and patience also are used on the individuals, who often need their self-confidence and sense of purpose restored.

POSTSECONDARY INTERNSHIP SUPERVISORS

At the postsecondary level, working with students who are more mature and goal oriented, the coordinators or supervisors of internships may not have to provide the same type of guidance to students. They may have a more challenging role in identifying and developing appropriate work experiences. (However, one should note that some postsecondary programs use the cooperative method that is similar to secondary programs.) After good placement is achieved, the quality of the training provided to

student learners depends heavily on their interest and responsiveness to training. The internship supervisors enhance the on-the-job learning experiences by directing students' observations and teaching them how to elicit instruction from personnel in the work settings. The internship supervisors also must provide student learners with integration activities that help them relate their work experiences to course work and career plans.

DUTIES, TASKS, AND FUNCTIONS

MAJOR TASKS

The Handbook of Cooperative Education (Seaverns and Wooldridge, 1971) stated: "A Coordinator serves in a multi-faceted capacity of placement specialist, vocational counselor, salesman, teacher, administrator, educational recruiter, trouble shooter, mediator and referral agent" (p.114). The handbook was addressed primarily to cooperative education personnel at the collegiate level, but the basic functions often are similar to those identified for programs at other levels.

In a textbook for preparation of vocational teacher-coordinators, Meyer, Crawford, and Klaurens (1975) defined the teacher-coordinator as --

> a member of a local school staff who teaches occupational and related subject matter to students preparing for employment and coordinates the efforts of all helpful agencies which can assist in a training program designed to meet the needs of learners in a cooperative vocational education program. (p.31)

In this definition, coordination is viewed as an educational activity directed toward improvement of instruction by combining the efforts of all who influence the learner.

The Guide for Cooperative Vocational Education, (Mever, Klaurens, and Ashmun, 1969) resulted from a national conference on cooperative vocational education. The guide lists ten

categories of tasks performed by teacher-coordinators (see Appendix A):

- Guiding and selecting students
- Placing students in training jobs
- Assisting students in adjusting to their work environment
- Improving training done on the job
- Correlating classroom instruction with on-the-job training
- Assisting students in making personal adjustments
- Directing vocational youth organization
- Providing services to graduates and adults
- Administration activities
- Maintaining good public relations

Kalugin (1975) surveyed coordinators of two-year college level cooperative education programs to determine the effect of selected variables on their work load. The survey consisted of the following five categories: teaching, management and administration, public relations, coordination activities, and guidance. These categories contained thirty-five tasks that coordinators perform. It was reported that the majority of the coordinators spent the maximum amount of time in coordination activities.

Christensen and Johnson (1977) identified the following seven "core" staff functions for Experience Based Career Education staff members:

- *Learning Process Management:* work with students to negotiate individualized learning plans; help students implement learning plans; review or monitor students' products and work in progress; insure that student learning is properly documented; assign credit for student accomplishment; help students locate instructional materials.

- *Community Resources Coordination:* regularly contact community participants in person and by phone; make arrangements for transportation; coordinate student learning activities with community resources; help students identify appropriate resources in the community; train (or develop) community participants.

- *Individual Guidance and Counseling:* conduct individual guidance sessions with students; counsel students with personal problems; counsel students toward career choices; help students assess and clarify their own needs, interests, and goals.

- *Conducting Group Sessions:* conduct regular sessions with an assigned group of students; conduct group guidance sessions with students; engage in discussions with parents in person and by phone.

- *Teaching:* teach methods; teach subjects; develop lesson plans; help students locate instructional materials.

- *Student Assessment:* administer instruments assessing basic skills, abilities, and interests; interpret results of tests to students.

- *Administrative Trouble-Shooting:* discipline or handle behavior problems; engage in discussions with parents in person and by phone; counsel students with personal problems.

A review of local EBCE programs (Norman, Oklahoma; Memphis, Tennessee; Grand Island, Nebraska; Tupelo, Mississippi; Anoka, Minnesota) produced similar lists of functions performed by learning coordinators. Jenks, Johnson, and York (1977) studied functions of EBCE learning coordinators and derived the following core set of functions: planning functions, learning process management, resource coordination, and process skills. (See Appendix B.)

The American Institutes of Research (AIR) national survey of career education activities in local school districts identified fifteen activities that staff members could be expected to perform (McLaughlin, 1976). These activities (see Appendix C) pertain to school-based career education as well as community-based programs. The functions on the AIR list are related to programs in which the primary purposes are career exploration and general educational development.

Jenks, Johnson, and York (1977) suggested that the functions

of EBCE learning coordinators differ from those of cooperative vocational education (CVE) teacher-coordinators in the breadth of educational goals (for EBCE) and the supplementary relationship of work experience to vocational instruction (in CVE.) Whereas an EBCE coordinator may be expected to find a number of work sites for each student to explore, a CVE coordinator usually seeks one training station per student per year and tries to develop a training plan with the employer that supplements the in-school vocational instruction.

COORDINATING COMMUNITY RESOURCES

The selection, development, and coordination of experiences in work settings are critical in achieving the purposes of an experiential education program. Employers who ordinarily employ students to work part-time are not always in a position to provide the kinds of experiences necessary to achieve the program's purposes or that will contribute to students' career development. Identifying employers who could provide the experiences is a challenging task in itself, but the greatest challenge is in reaching an agreement on the employer's role in the program. Coordination becomes a continuous effort in order to maintain the educational focus of the experiences in the work setting.

Enlisting the participation of employers is very much like selling. Employers weigh the costs in terms of time and the benefits of the activities they undertake. Thus, when teachers propose placement of student learners with employers, the costs and benefits to the employer must be presented. Since employers will have many legitimate reasons for not sponsoring student learners, the coordinators who are trying to arrange placements must be able to offer logical reasons for employers to participate. Once there is an agreement to take a student learner, the teacher must seek involvement and support of all of the personnel in the work setting and must continually maintain a high level of interest in providing for educational experiences.

To be effective in community relations and stimulate enthusiasm about working with student learners, the coordinator has to be enthusiastic, self-confident, and

knowledgeable. Selling the program to employers may cast classroom teachers and counselors in an unfamiliar role. This is a critical role in implementing a program, since employers and the personnel with whom students will interact have to be sold on the value of their involvement.

DEVELOPING CAREER OPPORTUNITIES FOR WOMEN AND MINORITIES

Studies of the activities of coordinators do not specifically address affirmative action procedures and equal employment opportunities as recommended in Department of Labor guidelines (July, 1974) for all employment related programs. School personnel, as a general rule, have been made very conscious of the problems and are beginning to develop affirmative action plans. Teacher-coordinators can be key figures in developing career opportunities for women and minorities. Some activities might include the following:

- Actively recruiting women and minorities
- Assisting employers in opening placement opportunities that were previously denied to women and minorities
- Developing close relationships with guidance staff to gain referrals
- Making student learners aware of discrimination and stereotyping practices that often exist
- Using the new employer tax credit -- and making employers aware of this assistance

COMPLYING WITH LABOR LAWS

Meyer, Klaurens, and Ashmun (1969) have provided several guidelines which indicate the responsibilities of coordinators regarding labor laws:

1. Students receiving on-the-job training are subject to provisions of all local, state, and federal labor laws, unless exempt by special application and approval.
2. Coordinators are expected to know the regulations regarding age restrictions, mimimum wages and overtime pay, hours of work, hazardous occupations, insurance, exemptions for student learners, and civil rights and equal opportunity.

3. Coordinators do not enforce the laws; however, they inform employers of provisions which apply to students and avoid placement in firms which do not comply with the laws.

4. Coordinators are responsible for student learners' health, safety, and legal rights which makes them vulnerable to criticism, or even legal action, when students' rights are violated. (p. 93)

COMPETENCY REQUIREMENTS

NEED FOR COMPETENT STAFF

There is a concern among teacher-coordinators, particularly those in cooperative vocational education, that a national trend toward community-based education that is neither directed nor supervised will interfere with existing programs and result in practices which give education and work programs a bad image. The National Association of Secondary School Principals (1973) reported that 70 percent of the programs had full-time coordinators who differed widely in their coordination and counseling skills. There is a concern that teachers who are displaced due to decreased enrollment from an academic teaching assignment will be given responsibility for supervising field experience without having had special training in experiential education, coordination, and counseling. Without competent coordinators, the risk of student exploitation and development of undesirable work attitudes will be heightened.

Coordinators' competency requirements, obviously, are related to the duties and tasks they perform. In reviewing the tasks and competencies from a variety of sources, the level of specificity often is inappropriate. A task list may include selecting students for the program. Another source might list as a competency selecting students for a program. However, neither statement specifies what skills, knowledges, and attitudes are necessary to perform this task. Because each writer approaches it at a different level of specificity, it is very difficult to synthesize task or competency lists from several sources. Therefore, several lists are presented from which the reader can select the most appropriate for

his or her program needs.

VOCATIONAL EDUCATION TEACHER-COORDINATOR PERFORMANCE REQUIREMENTS

Cotrell (1972) identified the performance requirements for vocational education teacher-coordinators. The requirements were grouped into ten categories, eighty-two clusters, and 385 performance elements or tasks. This comprehensive listing included such elements as "general school duties" and "student behavior." A list of this magnitude tends to overwhelm the prospective teacher-coordinator; however, it communicates the need for training and serves as a guide for the teacher trainer. Training can be targeted to competencies the prospective teacher-coordinator does not already have. (The categories and clusters are shown in Appendix C.)

PERFORMANCE REQUIREMENTS RELATED TO PROGRAM GOALS

The Cotrell list is based upon the assumption that teacher-coordinators also are competent in the occupational fields for which they are preparing students. When the goals of a program emphasize development of basic skills, career planning, personal-social adjustment, and the like, the coordinator may need competencies or expertise in these areas plus competencies used in the process of combining education and work coordination.

Hence, if the purpose of a program is to develop basic skills, the learning coordinator needs competence in assessment and development of basic skills. If the program focus is personal-social development and is designed for culturally disadvantaged youth, the coordinator needs competencies in working with these groups and in the development of personal-social skills.

CAREER EDUCATION AND GUIDANCE COMPETENCIES

A review of the EBCE program models and the tasks performed by learning coordinators suggests that guidance and career

development competencies are basic requirements to which the competencies for managing experiential education are added. The "Teacher Competencies for Career Guidance" compiled by the Interinstitutional Consortium for Career Education (1977), the "Teacher Competencies for Pre-Service Teacher Training in Career Education" from the University of Georgia (1976), and the "Career Education Staff Development Goals" identified by McKinney (1975) each specify the competency areas deemed important for school personnel responsible for career education. The competency statements consist of *process components* (e.g., design/learn activities) and *concept components* (e.g., career awareness). This implies that the teacher must be able to do something (process) and know something (concept). For our purposes, the career education processes and concepts have been extracted from the various competency lists. The components are as follows:

Process Components

Plan learning activities
Create environment
Assist students
Facilitate learning
Utilize resources
Interpret tests
Assess abilities and interests
Develop skills
Counsel students
Design curriculum
Evaluate achievement and products
Direct learning activities
Conduct seminars
Select instructional materials
Monitor progress
Resolve problems

Concept Components

Career awareness
Career exploration
Career preparation
Career development
Self-analysis
Self-evaluation
Self-instruction
Self-direction
Self-concept
Goal setting
Employability skills
Abilities
Social norms
Individual differences
Values, needs, interests
Life styles
Life roles
Community resources
Occupational information
Educational programs
Interpersonal skills
Human relations
Communications
Career planning
Decision-making
Problem solving
Test interpretation

FACILITATIVE COMPETENCIES

The role of the EBCE learning coordinator as described by the Far West Laboratory (Jenks, Johnson, and York, 1977) differs from other role descriptions of coordinators. Their model is one in which student learners are encouraged and taught to plan their own educational programs. Therefore, competencies needed by staff emphasize processes that facilitate self-direction and planning by student learners themselves.

The theory underlying this facilitative role is that student learning is improved when the learner participates in structuring learning objectives and activities. Students are expected to be more highly motivated and self-directed when the learning is based on individual interests and needs and when they are given practice in planning their own learning. In no way does this diminish the competencies needed by learning coordinators. In fact, it may require inservice personnel (who have been subject specialists using didactic methods) to make a dramatic change in their instructional style. To facilitate the self-directed learning, the learning coordinator must be able to identify the concepts and skills the learners need, the sources of the desired learning, and alternative strategies learners can use to reach their goals. The critical competency needed to facilitate this learning is to design instruction that helps student learners plan and carry out their own learning activities. Added to these facilitative competencies are the performance requirements needed in managing an experiential education program: identifying, developing, and coordinating community resources, selecting students, evaluating programs, and so on.

POSTSECONDARY COORDINATOR COMPETENCIES

Studies of experiential education programs at the postsecondary level (Kalugin, 1975; Raphael, 1976; Eberle, 1970) indicate that the functions and competencies of cooperative education coordinators in higher education are similar to those of secondary program personnel. Raphael (1976) indicated that the major thrust of the coordinator's activities has been related to collaborating with the student in developing planned learning experiences on the job which are responsive

to the students' needs. This corresponds to the "facilitative" role in the EBCE model of the Far West Laboratory (Jenks, Johnson, and York, 1977). Teachers always have been encouraged to use teacher-pupil planning and to involve students in setting learning goals. Individualized instruction is characterized by its being tailored to student interest, learning style and pace, and by a collaborative or facilitative role for the teacher. In higher education, student learners usually are most self-directed and resourceful. However, they still need the help of a coordinator in planning experiences and in integrating theory and practice.

TRAINING

VOCATIONAL TEACHER-COORDINATORS

The licensure of cooperative vocational education teacher-coordinators in most states has resulted in some degree of similarity in their training. First of all, they are licensed or certified as vocational education teachers, which typically requires one to three years of occupatinal experience in the field in which they teach; they also must have a minimum number of courses, credits, or clock hours of professional education, including student teaching or internship in a vocational education classroom. A study at Boston University (1977b) showed considerable variation in the number of hours or courses required -- 1.5 to 152 semester hours (mean of 90.5). The study also indicated that requirements for work experience ranged from one to three years, with a mean of two years.

Vocational education teachers who utilize the cooperative method of instruction usually have at least one course in coordination techniques. However, in some vocational teacher education programs, where the cooperative method is widely used (e.g., marketing and distributive education), there may be several courses (e.g., curriculum, methods, etc.) in which the competencies are taught as they would be applied in cooperative education. Most of the preservice training is done in teacher training institutions which receive state vocational education

funds and are subject to standards established by state and federal rules and regulations. In essence, the prospective teacher-coordinators are majoring in one of the occupational fields -- home economics, agriculture, health, industrial, office work, marketing, and distributive education. They also will take course work enabling them to manage an occupational education program utilizing the cooperative plan. Experiential education or on-the-job training is viewed as one method for learning an occupation.

In some states, personnel must have had one to three years of regular teaching experience before they receive training for coordination of cooperative vocational education. The additional training may be taken in a teacher training institution or provided by state departments of education in summer workshops. Whether it is done at the undergraduate preservice level or as an inservice added professional program, the content is similar. The advantage of the preservice training is in having a student-teaching experience or internship with a master teacher-coordinator. The "Performance Requirements for Teacher Coordinators," identified by the National Center for Research in Vocational Education, is an appropriate guide for structuring training; it has been incorporated into ten individualized learning modules on coordination of cooperative vocational education which are available from the American Association for Vocational Instructional Materials.

WORK EXPERIENCE COORDINATORS

The preparation of personnel who supervise and coordinate general work experience programs or Work Experience Career Exploration programs (WECEP) frequently is done through the same courses offered for vocational education teacher-coordinators, with individualized projects and study materials related to work experience programs. If these coordinators are working with special needs students, they usually are expected to have training in special education, adolescent psychology, and counseling. Generally, the individuals who become work experience coordinators are former classroom teachers who have demonstrated ability and empathy to work effectively with youth, or they are vocational teacher-coordinators whose strengths are in generalized work skills as compared to a specialized occupational field. In Minnesota, work experience coordinators are required to

have had an internship in three work experience programs in addition to professional courses.

The California State Department of Education (Roberts and Holmes, 1971) conducted an inservice education program for work experience teachers and coordinators which consisted of five three-hour programs. The topics covered were: laws governing work experience education; goals, objectives, and evaluation of work experience education; conceptual design and the relationship of work experience education to the school curriculum; related instruction in work experience education; and organization and standards in work experience education.

UPDATING OCCUPATIONAL EXPERIENCE

From the 1940s to the 1960s, most of the cooperative education coordinators had extensive occupational experience prior to receiving professional teacher preparation. They entered teaching at a later stage of their careers and could draw on business and industrial experiences to provide them with competencies needed to plan and implement cooperative vocational education. After teaching for five or ten years, their prior experience and knowledge of business practices became outdated. Therefore, teacher training institutions, such as the University of Minnesota, have arranged inservice workshops during the summers for teachers to obtain experience in business and industry. Occupational experiences were structured to give inservice teacher-coordinators skills and knowledge that would enhance their performance. The experiential learning was combined with seminars and projects in which the information gathered in the work setting was adapted for cooperative vocational education. A follow-up of the participants (University of Minnesota, 1967) in summer experience workshops revealed that the teacher-coordinators were using many of the same techniques for structuring the occupational experiences of their students that had been used to structure the experiences of the teacher-coordinators.

A report by Sexton (1975) described the implementation of a university-based cooperative education program arranged with business and industry. The program was designed to provide inservice occupational education teachers with updated work experience and occupational information.

A similar approach was used at the University of Georgia to upgrade employed vocational teachers.

A Professional Internship Exchange Program was conducted at Eastern Washington State College (1972). Participants included ten teacher-coordinators and ten representatives of business and industry. The teacher-coordinators were engaged in ninety hours of activities in the business firms, and the business representatives provided ninety hours of instruction in K-12 programs, vocational institutes, or community colleges.

PRESERVICE OCCUPATIONAL EXPERIENCE

In the early 1960s, a rapid growth of vocational programs took place, and demand for additional teacher-coordinators increased. More young people were seeking teaching careers but were lacking adequate occupational experience. Teacher training institutions (e.g., University of Minnesota) responded by providing directed occupational experience in business and industry. The on-the-job experiences were combined with integration seminars in which the preservice teachers learned to develop training plans, assess job competency needs, identify job adjustment problems, and translate on-the-job experiences to curriculum and teaching strategies for cooperative vocational education programs. In some respects, such supervised internships are better than experiences teacher-coordinators have had prior to the preservice professional teacher training, because the objectives of utilizing the experience for preparation to teach -- and having direction in how to apply the experience to teaching -- enhance the learning of the prospective teacher-coordinator.

The National Association of Secondary School Principals (1973) developed a policy statement which suggested that coordinators of work experience programs should be provided internships with experienced teacher-coordinators. Institutions which provide preservice training of teacher-coordinators should arrange student teaching to include coordination experience. Inservice teachers who expect to become teacher-coordinators should have some kind of internship in the type of experiential programs they expect to be supervising.

POSTSECONDARY EXPERIENCES

Those responsible for experiential education in vocational technical schools and in some community colleges have had the same training as secondary vocational education teacher-coordinators. With the help of teacher training institutions, the postsecondary vocational teacher-coordinators have adapted many of the secondary cooperative education practices for student learners at the higher level.

The increased growth of cooperative education in community colleges and four-year institutions for students in academic and professional programs has created the need for training cooperative education personnel in these institutions. During a five-year period (1970-1975), the number of colleges and universities initiating cooperative education grew from 200 to 968 (Raphael, 1976). Those responsible for cooperative education in these institutions include teachers from many academic disciplines, counselors and job placement specialists, and administrators.

In some instances, community college personnel have organized their own programs for training personnel to operate cooperative programs. The Upper Midwest Institute for Co-Op Training and Management at Normandale Community College has offered two- and three-day workshops in various locations. One of these workshops conducted in cooperation with the Arkansas Community College Consortium for Cooperative Education had as its primary goals: to introduce techniques for planning, managing, and evaluating education courses and programs in higher education; to develop cooperative education priorities and standards; to exchange ideas with a diversity of cooperative education personnel; to identify effective models in cooperative education; to identify methods for awarding credit, implementing traditional and nontraditional programs, obtaining funds, and placing students; and to offer participants an opportunity to discuss individual concerns with consultants.

Bernard Raphael, Director of the Upper Midwest Institute, conducted this training and has developed "A Management System for Planning, Operating and Evaluating Cooperative Education Programs in Higher Education."

TRAINING EBCE LEARNING COORDINATORS

Reviews of EBCE programs indicate that those responsible for coordination of student learner experiences are almost always inservice faculty members and frequently are individuals with guidance and counseling backgrounds. It appears that interest in experiential education has been closely related to the career education movement. Schools which were successful in implementing career education programs (Mesa, Arizona; Robbinsdale, Minnesota; Cobb County, Georgia) had inservice training for their teachers. Experience has shown that one or two teachers who have learned about an innovative program in a teacher training institute encounter almost insurmountable resistance from their colleagues when they return to their home schools and try to implement new programs. In order to have the support of an entire faculty and their involvement in the implementation of a program, inservice workshops must be responsive to local needs.

As Jenks, Johnson, and York (1977) have pointed out, there is extensive research on teacher education to suggest that inservice training of teachers should involve staff in planning and evaluation, provide opportunities for staff to share ideas and resources, and focus on development of specific instructional skills which teachers can use in their teaching. Since the EBCE model of the Far West Lab focuses on individualized programs and emphasizes facilitative roles of coordinators, the researchers concluded that since experiential learning is intended to help students become self-directed learners and build on their individual needs and interests, an appropriate staff development program should be characterized by self-selection of learning objectives and provision of alternative training activities.

The Far West Lab has prepared training materials for the learning-coordinator role based on a careful study of various approaches to teacher education. The design of those materials was based on the following assumptions:

Staff training materials for this should --

- be based on a detailed specification of desired staff competencies;

- allow for existing learner competencies, prior experiences, and individual needs and interests;
- provide opportunities to practice learning coordination tasks in natural setting;
- provide constructive feedback to users following practice to insure that intended learning occurs;
- make use of a variety of presentation and learner response modes;
- encourage learner self-management;
- be flexibly packaged to permit selection and use in various combinations and sequences (inservice and preservice, different programs, secondary and postsecondary); and
- provide guidelines for the training coordinator (the person providing coordinator training).

(Note. An early draft of the goals for the FWL-EBCE workshop are shown in Appendix E.)

SUMMARY AND RECOMMENDATIONS

Competencies needed by personnel who plan and coordinate programs that combine education and work are highly individualized for the specific programs. The variables that affect the personnel requirements are: *goals and purposes for student learners; goals and purposes of the program; characteristics of student learners participating in the program; school settings in which programs operate; availability of work settings; and program requirements specified in state and federal guidelines.*

As Welch (1977) stated:

> Too often we see cooperative education as the cure-all or panacea for all educational

> problems. It is not. It can contribute to many educational, social, and career decision-making processes, but the program must be directed to fit specific objectives. (p. 15)

There is strong evidence to suggest that programs combining education and work require supervision and guidance by school personnel with special competence. *The Experiential Education Policy Guidelines* (Miguel, 1979), developed by a national advisory panel, stated:

> Program personnel will require experiential education preservice or inservice training. They will need special knowledge: how linkages between agencies are established; how to communicate with non-educators on educational matters; how to guide learners through their program experiences, assisting them in interpretation; and how to assess achievement of program objectives. (p.36)

The delivery systems for training personnel should be responsive to their special needs and take into account prior experience and expertise. Training should provide them with specific instructional strategies they will use in carrying out their roles. It should include experience in work environments and internships in model programs. The training should be done by individuals who have had experience in experiential education and are familiar with the variables that dictate what competencies are needed for different programs.

Training is needed at the preservice as well as inservice level. In light of the widespread adoption of some form of experiential education in many schools, every prospective teacher should have some orientation to experiential education. Those who expect to be responsible for conducting it should have training in the general functions performed by program coordinators.

The competency areas that appear to be common to most of the programs that prepare experiential education coordinators are as follows:

1. Planning, organizing, and developing goals and objectives for an experiential education program

2. Career development, guidance and counseling theory and practices

3. Establishing, developing, coordinating, and monitoring experiences in work settings

4. Facilitating, designing, arranging, and providing learning activities that enable student participants to integrate school and work experiences

5. Communicating and promoting experiential education with a variety of agencies, groups, and individuals

6. Evaluating program and student achievement

7. Meeting individual needs of student learners

Inservice training may be provided in teacher training institutions, learning centers, or the school site where the program will operate. Inservice training has to be specific to the needs of the learners with regard to content, instructional format, scheduling, and compensation. Orientation has to be followed up with practice, evaluation, and continuing professional development activities.

The greatest threat to the success of experiential education and the development of a sound education and work program is in assuming that work experience without supervision and guidance from professionally trained personnel will attain the desired outcomes. Work assignments without knowledgeable persons to coordinate the learning will destroy the educational value of the program and may actually be a detriment to the career development of students.

APPENDIX A

Duties and Tasks Performed by
Cooperative Vocational Education Teachers*

1. Guidance and selection of students
   - Describing the program to students
   - Working with guidance personnel
   - Providing occupational information
   - Counseling students about entering the program
   - Gathering information on students
   - Programming and scheduling
   - Helping enrollees with career planning

2. Placing students in training jobs
   - Enlisting participation of cooperating employers
   - Selecting suitable training stations for each student
   - Orienting employers, training supervisors, and co-workers
   - Preparing students for job interviews
   - Placing students on the job

3. Assisting students in adjusting to their work environment
   - Helping students on their jobs
   - Dealing with job problems
   - Planning personal development with training supervisors and students
   - Evaluating job progress

4. Improving training done on the job
   - Establishing responsibilities on the job
   - Developing training plans
   - Consulting and assisting training supervisors
   - Maintaining training emphasis

5. Correlating classroom instruction with on-the-job training
   - Determining needed instruction
   - Assembling instructional materials
   - Preparing for instruction
   - Teaching classes
   - Directing individual projects and study
   - Obtaining training supervisors concerning applications of classroom instruction to be made on the job
   - Evaluating learning outcomes

6. Assisting students in making personal adjustments
   - Aiding students in correcting poor personal habits
   - Counseling students with personal and socio-economic problems
   - Assisting students with educational problems
   - Resolving behavioral problems

7. Directing vocational student organization
   - Advising student group
   - Guiding students in organization of activities
   - Participating in group activities

8. Providing services to graduates and adults
   - Providing guidance and placement services for graduates
   - Participating in the planning and operation of adult education programs

9. Administration activities
   - Planning program objectives
   - Research and planning - surveys
   - Organizing and working with advisory committee
   - Planning curriculums
   - Communicating school policy
   - Preparing reports
   - Budgeting and purchasing
   - Participating in professional meetings
   - Consulting with manpower agencies such as employment services and CAMPS

10. Maintaining good public relations
   - Planning the publicity programs
   - Preparing printed publicity
   - Constructing displays and exhibits
   - Contacting news media
   - Maintaining communication with faculty, parents, community, employers, school administrators, and student body

*(Meyer, Klaurens, and Ashmun, 1969)

APPENDIX B

Core Functions of EBCE
Learning Coordinators*

PLANNING FUNCTIONS

1. Use test results, transcripts, counseling, and observation to develop for planning purposes a summary description or profile of the student's learner characteristics, interests, abilities, academic and personal needs.

2. Using such information, help the student formulate long-term goals, as pertinent, for curricular areas, career exploration, etc.

3. Help the student prepare learning objectives, whether for site visit or project plan, that are appropriate to his needs and purpose in terms of specificity, levels of cognition, and performance.

4. Select instructional materials, methods, and resource sites or placements appropriate to the student's learning objectives; provide alternate routes toward achieving the objectives.

   Determine assessment procedures -- expected level of performance, products, criteria, credit.

LEARNING PROCESS MANAGEMENT

1. Help student relate progress to plans; identify deficiencies and obstacles; use problem-solving techniques to resolve them, replan if necessary, and/or refine or revise objectives as experience indicates.

2. Debrief students following field experiences: help them clarify what is being learned, identify problems, questions, new information needs.

3, Help students integrate new knowledge: perceive relationships, applicability between experiences and curricular content; help them assimilate, consolidate, generalize; stimulate further learning.

4. Evaluate experiences and their results and replan: providing qualitative feedback on experiences in relation to learning objectives; replanning or refining objectives on the basis of experience.

5. Liaison with community: monitor progress from point of view of community participant; resolve problems, maintain quality control.

6. Evaluate student work or products related to expected and unexpected outcomes for earned credit.

RESOURCE COORDINATION

1. Determine needed community resources in terms of appropriateness for major student outcome requirements of the school, and expectations of the employer.

2. Identify and recruit potential placement opportunities, analyze potential placement sites in terms of alternative learning activities that can be provided, e.g., observation, field investigation, work experience.

3. Orient prospective resources to the purpose and procedures of community-based experiential education and to the nature and requirements of alternative learning experiences that can be arranged for students.

4. Develop capability of community participants to help students gather occupational information, understand how basic academic skills relate to jobs, improve career decision-making, and practice interpersonal skills.

5. Arrange individual student placements consistent with student needs and learning objectives, as well as expectations of the community participant; explain anticipated student learning outcomes to employers.

6. Maintain liaison with community participants to provide educational expertise and to assist in identifying and resolving students' placement problems, e.g., absenteeism, poor workmanship, objections of regular employees.

7. Supervise field placements through job visits and employer consultations to monitor student progress and insure quality of learning experiences.

PROCESS SKILLS

1. Respond effectively to personal problems as they affect the learner's educational experiences, and to make appropriate referrals.

2. Create an environment in which students will risk interacting with peers regarding personal aptitudes, abilities, interests, and values.

3. Assist students, both individually and in groups, to clarify their aptitudes, abilities, and interests, and to become aware of and further develop work values as a part of their personal value systems.

4. Teach students decision-making skills and steps with regard to career choice.

5. Select prepared activities or create situations in which learners make choices and evaluate those choices individually and/or in groups.

6. Help students integrate information about careers with a growing understanding of their values, interests, and abilities.

7. Establish and maintain and atmosphere conducive to inquiry, divergent thinking, and exchange of ideas and views.

8. Provide minimally needed structure, focus, direction, within which students can effectively interact and reach consensus and/or clarify divergence of views.

9. Help group members acquire and internalize minimally needed group process skills necessary for effective dialogue -- e.g., listening, restatement, clarifying through analogy, questioning.

10. Initiate, focus, and facilitate group discussion or dialogue based on and responsive to the interests and needs of members of the group, or based on a content area; use questions to stimulate, clarify, show relationships, test assertions, etc.

11. Plan and conduct workshops or seminars using simulations, role-playing, brainstorming, and a variety of other group instructional techniques to develop skills or knowledge in a particular area, e.g., process of information-gathering; interacting with resource persons; enhancing field experiences with other sources of knowledge and information; how to formulate and use learning objectives; the application of field experience to a particular academic subject area or discipline.

12. Assist groups of students to plan and conduct group projects in which group cooperation, leadership, followership, and group interaction are primary requirements for success.

13. Plan and conduct remedial classes in basic skill areas (e.g., reading, math, writing skills).

14. Illustrate through explanation and example various theories and principles as well as processes such as problem-solving and inquiry techniques.

*(Jenks, 1977)

APPENDIX C

PERFORMANCE REQUIREMENTS OF TEACHER-COORDINATORS*

CATEGORY A

Program Planning, Development, and Evaluation

1. Vocational survey (11)
2. Survey preparation (3)
3. Consultation for survey (4)
4. Administrative approval of advisory committee (2)
5. Advisory committee (9)
6. Occupational selection (4)
7. Utilization of advisory committee and labor for occupational analysis (2)
8. Follow-up of graduates (2)
9. Planning and evaluation of vocational education program (10)
10. Long-range planning (6)

CATEGORY B

Instruction -- Planning

11. Objectives and performance goals (3)
12. Unit planning (5)
13. Student involvement in unit planning (1)
14. Unit plans for individualized instruction (2)
15. Preparation of instructional materials (3)
16. Instructional materials, equipment, and supplies (5)
17. Lesson planning (8)

CATEGORY C

Instruction -- Execution

18. Introduction and closure of lesson (2)
19. Teacher-centered techniques (5)
20. Teaching techniques (7)
21. Traditional educational technology (2)
22. Educational technology (8)
23. Visual aids (5)
24. Directed study (2)
25. Individualized instruction (3)
26. Laboratory instruction (6)

27. Interaction techniques (11)
28. Instruction by students (2)
29. Outside resources (3)
30. Educational innovations (6)

CATEGORY D

Instruction -- Evaluation

31. Student performance criteria and evaluation (7)
32. Student involvement in evaluation (5)
33. Evaluation of on-the-job experiences (3)
34. Laboratory tests and rating sheets (2)
35. Formulation of test items (6)
36. Administration and analysis of tests (4)
37. Evaluating instruction (3)
38. Teacher self-evaluation (2)

CATEGORY E

Management

39. Budgeting and supplies (7)
40. Fees and gratuities (2)
41. Reference books and supplies (3)
42. Data and records (8)
43. Laboratory management (9)
44. Safety measures (3)
45. Student behavior (6)

CATEGORY F

Guidance

46. Teacher-student rapport (3)
47. Personal concern for student (4)
48. Student records (5)
49. Administering standardized tests (4)
50. Student counseling (6)
51. Occupational counseling (7)
52. Student referral (5)

CATEGORY G

School-Community Relations

53. Planning school-community relations (3)

54. Feedback on vocational programs (8)
55. School and community service (6)
56. School-student-community activities (3)
57. Unions (labor and management) (1)
58. Staff relationships (3)
59. Program publicity (7)

CATEGORY H

Student Vocational Organization

60. Establishing student vocational organization (4)
61. Management of student vocational organization (15)
62. Cooperation with state and national organization (7)
63. Books and publications (3)
64. Chapter parents (1)

CATEGORY I

Professional Role and Development

65. Philosophy and goals (6)
66. General school duties (2)
67. Professional service (6)
68. School problems (2)
69. Student teaching (8)
70. Self-evaluation (3)
71. Upgrading competencies (4)

CATEGORY J

Coordination

72. Resource materials (1)
73. Student-learner selection (7)
74. Training station (3)
75. Union (1)
76. Employment regulation (federal and state) (5)
77. Safety (3)
78. Persuasion (1)
79. Training agreement (4)
80. Coordination of on-the-job training (13)
81. Student control on the job (3)
82. Related on-the-job instruction (6)

Center for Vocational and Technical Education Model Curricula Study, Report No. III, March 1972, The Ohio State University.

APPENDIX D

Career Education Learning Activities*

Activities to motivate schoolwork:

1. Work methods, materials, and concepts were used in teaching basic, skills, such as reading and arithmetic.

2. Students were shown how skills learned in school are useful for work in various careers or occupations.

Activities to provide career-relevant information:

3. Students were taught facts, terms, and concepts about various careers or occupations.

4. Students were shown how work related to the individual and to society in general.

5. Students' abilities were formally assessed to increase their self-knowledge and to help them in thinking about or planning careers.

6. Students were told about attitudes, habits, and values related to various careers or occupations.

7. Students were assisted in clarifying and developing their own self-concepts, including interests, attitudes, and values with respect to work.

8. Students were told of the rewards (e.g., money, satisfaction) offered by various careers or occupations.

Activities to provide career-relevant skills:

9. Students were shown how to consider particular careers or occupations in terms of their own individual values, interests, and abilities.

10. Students were taught decision-making skills to help them consider career plans or occupational choices.

11. Students were shcwn how to find information about careers or occupations.

12. Students were shown how to use work experiences to evaluate occupations.

13. Students were helped to identify one or more careers for further exploration.

*(McLaughlin, 1976)

APPENDIX E

GOALS FOR FWL-EBCE WORKSHOP*
(Draft List)

1. Participants will gain sufficient understanding of FWL-EBCE Model. Participants will:

   - o understand the concepts and principles upon which the program is based;
   - o be aware of program goals;
   - o know the most important activities engaged in by EBCE students;
   - o be aware of key terms;
   - o understand key staff functions; and
   - o realize that the FWL-EBCE model must be adapted to local needs and constraints and be able to determine necessary modifications.

2. Participants will have begun detailed planning for program implementation. Participants will:

   - o be able to use a systematic process of planning;
   - o understand the similarities between the process used for planning the EBCE program and the process students will be encouraged to use to plan their educational programs;
   - o increase their understanding of the essential characteristics of EBCE;
   - o establish an initial plan as (a) a basis for starting work on some of the tasks necessary to get ready to open school, and (b) a framework for additional planning; and
   - o practice group decision making.

3. Participants will understand the process of community resource development and be able to produce adequate written information (Resource Guides) about what students can

do and learn at Resource Sites. Participants will:

- o be able to describe the goals and structure of their program to prospective resources;
- o understand the kinds of information that need to be obtained from a resource in order to write a Resource Guide;
- o understand how projects are built around resources in the community; and
- o write a Resource Guide.

4. Participants will understand the criteria used to evaluate student projects and will understand their role in helping students plan and complete projects using community resources. Participants will:

   - o recognize the kinds of information needed from and about resources in order to adequately plan a project;
   - o gain experience in writing project goals and indicators;
   - o become aware of some of the skills and techniques learning coordinators can use to help students plan projects;
   - o understand how planning packages can be used when planning a project;
   - o identify the kinds of information needed:
     a. about the student's goals, needs, and interests;
     b. about alternative learning activities and resources from which students can choose in developing their programs; and
     c. about district, school, and EBCE staff goals, requirements, or constraints affecting students' programs;

- understand how the information is obtained and used to help a student develop a plan for the term;
- experience and acquire knowledge about the role of the Learning Coordinator in helping a student develop a plan for the term;
- understand the tentative nature of the student's plan and the need for monitoring student progress and replanning as appropriate;
- understand the purposes of the program planning forms and how they are used;
- determine the extent to which the FWL-EBCE project and credit criteria are applicable to local needs;
- acquire experience in evaluating project plans and using the package goals checklist and the Project Checklist; and
- gain a common understanding of how to apply standards and criteria for evaluating project plans.

*Each of the other EBCE models (RBS, NWREL, and AEL) also have staff training goals and objectives.

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